



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 7

Test Date: March 2008  
Code: 12111545  
SAU: MSAD 17  
School: Oxford Hills Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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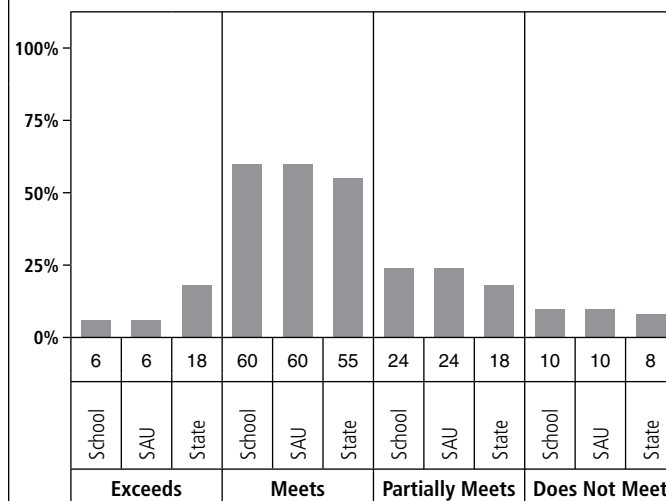
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 7  
SAU: MSAD 17  
School: Oxford Hills Middle School

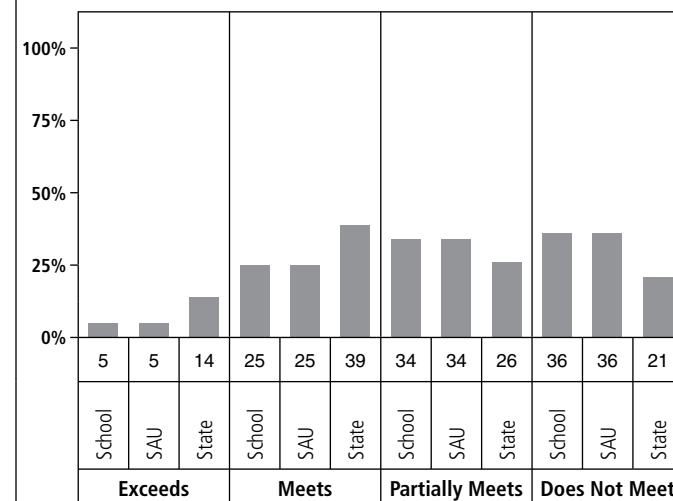
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	741	741	745
2006–2007	744	744	748
<b>2007–2008</b>	<b>746</b>	<b>746</b>	<b>750</b>
Cum. Avg. *	744	744	748
<b>Mathematics</b>			
2005–2006	730	730	740
2006–2007	736	736	742
<b>2007–2008</b>	<b>735</b>	<b>735</b>	<b>743</b>
Cum. Avg. *	734	734	742

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 7  
 SAU: MSAD 17  
 School: Oxford Hills Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	241	100	241	100	14818	100	241	100	241	100	14698	99	239	99	239	99	14694	99												
Ethnicity African American/Black	3	1	3	1	381	3	3	100	3	100	372	98	3	100	3	100	375	99												
American Indian or Native Alaskan	0	0	0	0	113	1	0	0	0	0	112	99	0	0	0	0	112	99												
Asian or Pacific Islander	3	1	3	1	219	1	3	100	3	100	213	97	3	100	3	100	217	99												
Hispanic	2	1	2	1	178	1	2	100	2	100	176	99	2	100	2	100	177	100												
Caucasian/White	233	97	233	97	13927	94	233	100	233	100	13825	99	231	99	231	99	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	33	14	33	14	2556	17	33	100	33	100	2508	99	31	94	31	94	2497	98												
Current LEP	0	0	0	0	363	2	0	0	0	0	352	97	0	0	0	0	360	99												
Economically disadvantaged	120	50	120	50	5461	37	120	100	120	100	5408	99	119	99	119	99	5406	99												
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	215	89	215	89	12195	82	212	88	212	88	12215	82												
Identified disability (PET/IEP)	8	4	8	4	418	3	5	2	5	2	421	3												
LEP	0	0	0	0	183	2	0	0	0	0	183	1												
504 plan	0	0	0	0	181	1	0	0	0	0	182	1												
<b>Participation with accommodations</b>	23	10	23	10	2320	16	24	10	24	10	2303	16												
Identified disability (PET/IEP)	22	96	22	96	1912	82	23	96	23	96	1900	83												
LEP	0	0	0	0	159	7	0	0	0	0	173	8												
504 plan	0	0	0	0	56	2	0	0	0	0	55	2												
Other	1	4	1	4	244	11	1	4	1	4	226	10												
<b>Participation through alternate assessment (PAAP)</b>	3	1	3	1	178	1	3	1	3	1	176	1												
Identified disability (PET/IEP)	3	100	3	100	178	100	3	100	3	100	176	100												
LEP	0	0	0	0	5	3	0	0	0	0	4	2												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	27	0	0	0	0	0	28	0												
<b>Non-participation – other</b>	0	0	0	0	93	1	2	1	2	1	96	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 7  
SAU: MSAD 17  
School: Oxford Hills Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	12	4	12	4	1769	11
	2006-2007	22	9	22	9	2630	18
	<b>2007-2008</b>	<b>15</b>	<b>6</b>	<b>15</b>	<b>6</b>	<b>2604</b>	<b>18</b>
	Cum. Total*	49	6	49	6	7003	16
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	124	45	123	46	7521	49
	2006-2007	124	49	124	49	7605	51
	<b>2007-2008</b>	<b>142</b>	<b>60</b>	<b>142</b>	<b>60</b>	<b>8049</b>	<b>55</b>
	Cum. Total*	390	51	389	51	23175	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	77	28	76	28	3773	24
	2006-2007	72	29	72	28	3000	20
	<b>2007-2008</b>	<b>58</b>	<b>24</b>	<b>58</b>	<b>24</b>	<b>2672</b>	<b>18</b>
	Cum. Total*	207	27	206	27	9445	21
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	61	22	59	22	2399	16
	2006-2007	34	13	36	14	1620	11
	<b>2007-2008</b>	<b>23</b>	<b>10</b>	<b>23</b>	<b>10</b>	<b>1190</b>	<b>8</b>
	Cum. Total*	118	15	118	15	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	32.4	57.9	32.4	57.9	35.3	63.0
<b>Literary Text</b>	<b>28</b>	<b>50</b>	16.0	57.1	16.0	57.1	17.3	61.8
<b>Informational Text</b>	<b>28</b>	<b>50</b>	16.4	58.6	16.4	58.6	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 7  
 SAU: MSAD 17  
 School: Oxford Hills Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	238	15	6	142	60	58	24	23	10	746	238	6	60	24	10	746	14515	18	55	18	8	750
<b>Ethnicity</b>																						
African American/Black	3										3						365	10	49	19	22	742
American Indian or Native Alaskan	0										0						110	6	52	24	18	744
Asian or Pacific Islander	3										3						211	26	47	20	6	752
Hispanic	2										2						173	12	54	18	15	746
Caucasian/White	230	15	7	136	59	56	24	23	10	745	230	7	59	24	10	745	13656	18	56	18	8	750
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	30	0	0	8	27	13	43	9	30	733	30	0	27	43	30	733	2330	2	30	36	32	735
No	208	15	7	134	64	45	22	14	7	747	208	7	64	22	7	747	12185	21	60	15	4	753
<b>Current LEP</b>																						
Yes	0										0						342	8	46	22	24	741
No	238	15	6	142	60	58	24	23	10	746	238	6	60	24	10	746	14173	18	56	18	8	750
<b>Economically disadvantaged</b>																						
Yes	117	6	5	63	54	33	28	15	13	743	117	5	54	28	13	743	5299	9	51	26	14	745
No	121	9	7	79	65	25	21	8	7	748	121	7	65	21	7	748	9216	23	58	14	5	753
<b>Migrant</b>																						
Yes	0										0						1					
No	238	15	6	142	60	58	24	23	10	746	238	6	60	24	10	746	14514	18	55	18	8	750
<b>Gender</b>																						
Female	110	11	10	67	61	21	19	11	10	748	110	10	61	19	10	748	7084	24	55	15	6	752
Male	128	4	3	75	59	37	29	12	9	744	128	3	59	29	9	744	7431	12	56	21	11	747
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						946	6	47	34	12	743
No	238	15	6	142	60	58	24	23	10	746	238	6	60	24	10	746	13569	19	56	17	8	750
<b>Gifted/talented program</b>																						
Yes	14	4	29	10	71	0	0	0	0	760	14	29	71	0	0	760	574	61	38	1	0	765
No	224	11	5	132	59	58	26	23	10	745	224	5	59	26	10	745	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 7  
SAU: MSAD 17  
School: Oxford Hills Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	11 64 24 2	1 11 3 0	4 7 5 0	16 91 35 0	64 61 61 0	5 34 16 3	20 23 28 75	3 14 3 1	12 9 5 25	746 746 746 733	11 64 24 2	4 7 5 0	64 61 61 0	20 23 28 75	12 9 5 25	746 746 746 733	6 50 40 4	9 17 20 19	42 56 58 49	24 19 16 21	25 8 6 11	741 750 752 749
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	34 54 9 3	8 6 1 0	10 5 5 0	59 73 9 1	74 58 41 14	11 35 10 1	14 28 45 14	2 12 2 5	3 10 9 71	750 745 742 727	34 54 9 3	10 5 5 0	74 58 41 14	14 28 45 14	3 10 9 71	750 745 742 727	36 50 11 3	24 16 13 4	58 58 45 35	14 19 26 29	5 8 16 31	753 749 745 737
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	24 49 23 3	11 3 1 0	19 3 2 0	35 73 31 2	61 63 57 25	9 29 15 4	16 25 28 50	2 10 7 2	4 9 13 25	753 745 742 736	24 49 23 3	19 3 2 0	61 63 57 25	16 25 28 50	4 9 13 25	753 745 742 736	28 52 18 2	35 15 3 2	52 60 49 41	9 18 33 28	5 7 15 29	756 750 742 738
<b>How difficult was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	12 74 14	2 13 0	7 7 0	13 103 25	46 59 78	9 44 4	32 25 13	4 14 3	14 8 9	744 746 746	12 74 14	7 7 0	46 59 78	32 25 13	14 8 9	744 746 746	16 65 19	13 18 21	48 57 57	23 18 16	16 7 6	745 750 752
<b>How difficult were the reading passages on this test?</b> A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	10 55 34	0 6 9	0 5 12	9 73 54	38 57 69	8 38 11	33 30 14	7 10 4	29 8 5	738 744 751	10 55 34	0 5 12	38 57 69	33 30 14	29 8 5	738 744 751	9 55 36	5 14 28	38 57 58	29 22 10	28 7 4	738 748 755
<b>How hard did you try on the reading part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	41 52 7	6 9 0	6 8 0	51 80 8	54 67 47	28 26 4	29 22 24	10 5 5	11 4 29	745 748 737	41 52 7	6 8 0	54 67 47	29 22 24	11 4 29	745 748 737	44 51 5	18 19 9	56 56 46	18 17 26	8 7 19	750 751 743
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	19 54 7 19	6 9 0 0	13 7 0 0	34 79 8 21	74 62 47 46	5 29 8 16	11 23 47 35	1 10 1 9	2 8 6 20	752 747 742 738	19 54 7 19	13 7 0 0	74 62 47 46	11 23 47 35	2 8 6 20	752 747 742 738	17 45 13 24	25 22 14 8	57 56 56 53	13 16 21 26	6 6 9 13	753 752 748 745
<b>Optional school/SAU question</b> A. B. C. D.	13 25 63 0	1 0 0 0	100 0 0 0	0 0 3 0	0 0 60 0	0 1 1 0	0 50 20 0	0 1 1 0	0 50 20 0	766 727 741 0	13 25 63 0	100 0 0 0	0 0 60 0	0 50 20 0	0 50 20 0	766 727 741 0						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 7  
SAU: MSAD 17  
School: Oxford Hills Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	3	1	3	1	1646	11
	2006-2007	19	8	19	7	2142	14
	<b>2007-2008</b>	<b>12</b>	<b>5</b>	<b>12</b>	<b>5</b>	<b>2028</b>	<b>14</b>
	Cum. Total*	34	4	34	4	5816	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	56	21	56	21	5497	36
	2006-2007	76	30	76	30	5642	38
	<b>2007-2008</b>	<b>59</b>	<b>25</b>	<b>59</b>	<b>25</b>	<b>5703</b>	<b>39</b>
	Cum. Total*	191	25	191	25	16842	38
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	102	37	100	37	4514	29
	2006-2007	83	33	83	33	4077	27
	<b>2007-2008</b>	<b>80</b>	<b>34</b>	<b>80</b>	<b>34</b>	<b>3733</b>	<b>26</b>
	Cum. Total*	265	35	263	35	12324	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	112	41	110	41	3797	25
	2006-2007	74	29	76	30	3001	20
	<b>2007-2008</b>	<b>85</b>	<b>36</b>	<b>85</b>	<b>36</b>	<b>3054</b>	<b>21</b>
	Cum. Total*	271	36	271	36	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>16</b>	<b>29</b>	7.9	49.4	7.9	49.4	8.8	55.0
<b>Cluster 2: Shape and Size</b>	<b>14</b>	<b>25</b>	4.3	30.7	4.3	30.7	5.5	39.3
<b>Cluster 3: Mathematical Decision Making</b>	<b>8</b>	<b>14</b>	2.8	35.0	2.8	35.0	3.5	43.8
<b>Cluster 4: Patterns</b>	<b>18</b>	<b>32</b>	5.5	30.6	5.5	30.6	7.9	43.9

- Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement
- Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability
- Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 7  
 SAU: MSAD 17  
 School: Oxford Hills Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	236	12	5	59	25	80	34	85	36	735	236	5	25	34	36	735	14518	14	39	26	21	743
<b>Ethnicity</b>																						
African American/Black	3										3						372	5	24	25	45	731
American Indian or Native Alaskan	0										0						110	5	30	36	29	736
Asian or Pacific Islander	3										3						216	25	34	23	18	748
Hispanic	2										2						175	9	32	30	29	737
Caucasian/White	228	12	5	56	25	77	34	83	36	734	228	5	25	34	36	734	13645	14	40	26	20	743
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	28	0	0	3	11	7	25	18	64	724	28	0	11	25	64	724	2321	2	16	26	55	727
No	208	12	6	56	27	73	35	67	32	736	208	6	27	35	32	736	12197	16	44	26	15	746
<b>Current LEP</b>																						
Yes	0										0						356	7	23	24	45	731
No	236	12	5	59	25	80	34	85	36	735	236	5	25	34	36	735	14162	14	40	26	20	743
<b>Economically disadvantaged</b>																						
Yes	116	3	3	22	19	37	32	54	47	730	116	3	19	32	47	730	5301	5	31	31	33	736
No	120	9	8	37	31	43	36	31	26	739	120	8	31	36	26	739	9217	19	44	23	14	747
<b>Migrant</b>																						
Yes	0										0						1					
No	236	12	5	59	25	80	34	85	36	735	236	5	25	34	36	735	14517	14	39	26	21	743
<b>Gender</b>																						
Female	109	7	6	31	28	35	32	36	33	736	109	6	28	32	33	736	7086	14	40	26	20	743
Male	127	5	4	28	22	45	35	49	39	733	127	4	22	35	39	733	7432	14	38	25	22	743
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						946	4	23	36	37	733
No	236	12	5	59	25	80	34	85	36	735	236	5	25	34	36	735	13572	15	40	25	20	743
<b>Gifted/talented program</b>																						
Yes	14	7	50	7	50	0	0	0	0	761	14	50	50	0	0	761	575	64	31	3	1	765
No	222	5	2	52	23	80	36	85	38	733	222	2	23	36	38	733	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 7  
SAU: MSAD 17  
School: Oxford Hills Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	11	1	4	5	20	9	36	10	40	732	11	4	20	36	40	732	6	7	29	26	37	734
B. less than one hour	64	10	7	43	29	46	31	51	34	736	64	7	29	31	34	736	50	13	39	26	22	742
C. one to two hours	24	1	2	11	19	23	40	22	39	731	24	2	19	40	39	731	40	15	42	26	17	744
D. more than two hours	2	0	0	0	0	2	50	2	50	724	2	0	0	50	50	724	4	16	37	23	24	742
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	25	8	13	17	28	17	28	18	30	740	25	13	28	28	30	740	32	21	40	23	16	747
B. They match some of what I have learned.	52	4	3	36	30	45	37	37	30	736	52	3	30	37	30	736	50	12	42	27	19	743
C. They match just a little of what I have learned.	19	0	0	6	13	18	39	22	48	728	19	0	13	39	48	728	15	7	32	31	30	737
D. There is no match.	3	0	0	0	0	0	0	8	100	712	3	0	0	0	100	712	3	4	17	21	58	726
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	18	6	15	13	32	11	27	11	27	741	18	15	32	27	27	741	25	34	42	13	11	753
B. good	47	6	5	31	28	38	34	36	32	736	47	5	28	34	32	736	47	10	45	27	18	743
C. fair	24	0	0	11	19	23	40	23	40	732	24	0	19	40	40	732	23	3	30	36	32	735
D. poor	11	0	0	3	12	8	32	14	56	727	11	0	12	32	56	727	5	1	17	32	49	729
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	44	2	2	20	19	41	40	40	39	733	44	2	19	40	39	733	36	6	38	29	27	738
B. about the same as my regular schoolwork	51	9	8	35	29	37	31	38	32	736	51	8	29	31	32	736	53	13	42	27	18	744
C. easier than my regular schoolwork	5	0	0	4	33	2	17	6	50	729	5	0	33	17	50	729	11	40	32	15	13	753
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	50	2	2	32	28	35	30	47	41	732	50	2	28	30	41	732	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	44	10	10	26	25	39	38	28	27	738	44	10	25	38	27	738	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	6	0	0	1	7	4	29	9	64	725	6	0	7	29	64	725	5	10	27	27	36	736
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	15	3	9	12	35	11	32	8	24	739	15	9	35	32	24	739	9	15	37	25	23	742
B. two or three days a week	41	9	9	31	32	25	26	31	32	739	41	9	32	26	32	739	20	13	41	26	20	743
C. two or three times each month	26	0	0	10	17	28	47	22	37	732	26	0	17	47	37	732	30	15	40	27	18	744
D. never or almost never	18	0	0	5	12	15	36	22	52	726	18	0	12	36	52	726	41	13	39	26	23	742
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	19	0	0	10	23	19	43	15	34	733	19	0	23	43	34	733	20	17	39	23	22	744
B. two or three days a week	48	9	8	29	26	37	33	38	34	737	48	8	26	33	34	737	29	16	40	25	19	744
C. two or three times a month	23	2	4	16	29	15	27	22	40	734	23	4	29	27	40	734	26	13	40	28	20	743
D. never or almost never	10	1	4	4	17	9	38	10	42	730	10	4	17	38	42	730	24	10	39	27	24	740
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	4	0	0	2	20	2	20	6	60	727	4	0	20	20	60	727	8	7	32	26	35	736
B. 30–45 minutes	27	1	2	11	17	23	36	29	45	729	27	2	17	36	45	729	41	12	38	27	23	741
C. 45–60 minutes	51	10	8	37	31	41	34	33	27	739	51	8	31	34	27	739	41	17	42	24	16	745
D. more than 60 minutes	17	1	2	9	22	14	34	17	41	734	17	2	22	34	41	734	10	15	38	25	22	743
<b>Optional school/SAU question</b>																						
A.	13	0	0	1	100	0	0	0	0	756	13	0	100	0	0	756						
B.	25	0	0	0	0	1	50	1	50	724	25	0	0	50	50	724						
C.	63	0	0	1	20	1	20	3	60	728	63	0	20	20	60	728						
D.	0										0											